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AUTHOR Goddu, Roland
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ABSTRACT

This guide is a product of two teams of teachers who worked together to develop teaming techniques for open space schools. The purpose of the guide is to outline suggested steps to follow as various team teaching possibilities are implemented. The guide is organized in the following sections: (1) team building, (2) team operations, (3) team planning, and (4) team evaluation. The first section states that after the individuals have been grouped for teaming there exists a series of steps necessary for the continuing process of building the team and maintaining its effectiveness. The steps are then listed along with decisions the team must make. The second section lists the policies and rules to be considered when a group is establishing its operational framework. The section on planning discusses the process involved in assessment of students needs, and presents steps and procedures to meet these needs. The final section states that evaluation is the key to the successful operation of any team. Several evaluation forms are included as examples of the different ways of evaluating teams. (RC)

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INTRODUCTION

This document is a product of two teams of teachers (N = 13) who worked together to develop Practical Teaming Techniques for Open Space in the Summer of 1975. The process they followed to develop these materials is the following:

I. Four groups were organized according to the following characteristics developed by the participants

A. Quality of a team member
1. Compatible
2. Open
3. Patient
4. Realistic
5. Understanding
6. Flexible
7. Willing to listen
8. Willing to change
9. Willing to express one's self
10. Willing to compromise for the good of the team
11. Willing to work
12. Enthusiastic
13. Have a variety of backgrounds
14. Have a variety of disciplines (interdisciplinary)
15. Capable of establishing:
    a. criteria for goals
    b. instructional objectives
    c. student centered learning activities
    d. evaluation processes

B. Style of Team
1. Works together to
    a. agree on formal arrangements
    b. perform needs assessment
    c. determine goals
    d. set up plan for action
    e. share action role
    f. evaluate activities
    g. help each other learn from experience
2. Has defined and stated roles in team
3. Works together frequently
4. Faces and discusses opportunities and problems of team work
5. Rotates regularly roles based on task
6. Meets regularly
7. Gives consideration to informal and personal needs of individuals
8. Has planned analysis and discussion time
9. Has planned analysis and discussion process
10. Works together to maintain team as an effective task-oriented group
11. Adapts readily to new situations
12. Structures planning time during school hours
13. Chooses own leader

C. Quality to team operations
   1. Has a structure which is simple
   2. Has no formal individual decision maker or authority figure
   3. Has variety of members who accept responsibility based on problems and backgrouns
   4. Is administratively responsible for its own space, curriculum and schedule
   5. Works independently of administration
   6. Is evaluated by group itself and administrator
   7. Provides opportunity for and guarantee of hearing individuals
   8. Allows for individuals to work with small groups
   9. Allows for exploration and use of new methods
   10. All members handle all roles

II. Groups were given the following conditions and task assignment

A. Conditions

Time left after introduction until 11:30 a.m.
Includes break(s) (if any)
Provides THINK Time (if any)
Uses no more than:
    15 minutes -- training time
    10 minutes any other group's time
Designs process which responds to needs
Allows for receipt of
    (1) Poseidon message (facilitator)
    (2) Zeus message (authority)
    (3) Delphic interpretations

B. Task

1. Decide how group will { operate / decide / evaluate }

2. Identify needs of:
    (a) those to be served
    (b) the group itself

3. Identify needs group will respond to

4. PLAN
5. ACT
6. EVALUATE
7. UTILIZE
    (a) other groups as resource
    (b) trainer

8. Provide support and training
    (a) for team as group
    (b) for individuals on team
    (c) for others

SUMMARY

The groups did prepare needs statements which were posted. As a result, one group worked exclusively on Team Building, inserted as pages 4 and 5 of the attachment. The following booklet should be helpful to other groups considering Teaming.

Dated: August 17, 1975

Excuse Page

This document has been hastily assembled to be used as a training resource eminating from our Staff Development Workshop, August 4, 1975 through August 22, 1975.

It is requested that all workshop participants please read carefully, make comments, include additional information and generally revise, so that at a future date, it can be reprinted in its corrected "team effort" form.

Staff Development Workshop
Camp Menatoma
Readfield, Maine 04355
August 4 - 22, 1975

Preface

The possible results of a well functioning team in terms of student advantages can be the following:

1. They are allowed to work at their own rate of speed and to do more independent study.

2. There is more unstructured time in which students may seek individual help from teachers and other special service personnel.

3. The interdependence of and the correlations between subject areas and disciplines are clarified for students.

4. Students are helped to gain a more independent attitude, and their activities indicate they can assume more responsibility than they are usually allowed.

5. Practice in speaking before various group sizes, large, medium, and small, helps students develop poise.

6. Students improve their discussion skills. Ideas are bounced around more freely, yet with more correlation than previously occurred between subjects. With stress on discussions in varying group sizes, students in the team setting exchange ideas with many more students than they could in traditional classrooms.

7. As teachers reinforce learnings in different disciplines by use of varied assignments, students grow in all basic skill areas.

8. Students become more adept in the skills of evaluation, both of their own work and that of others. With so many opportunities for comparison of techniques, they can judge teachers' performance more effectively.

9. There is one set of common expectations by which to function in each team class, instead of different sets for each class.

10. Staff attention to student homework and test schedules guarantee that these are spaced rather than bunched.

11. Greater variety in the school day is possible.

These outcomes, if agreed upon, can also serve as a form of evaluation for the team. (See section on evaluation)

The purpose of this guide is to outline some suggested steps to follow as we implement the various team-teaching possibilities.

We have organized the guide in the following manner:

a) Team building

b) Team operation

c) Team planning

d) Team evaluation

TEAM BUILDING AND MAINTENANCE

After individuals have been grouped for teaming by one of the following methods (intra-disciplinary, inter-disciplinary, or student-grouped), or others, team building and maintenance is a series of steps which are gone through by the group as an initial and a continuing process to build the team and maintain its effectiveness as a team. The characteristics of team members as these steps are taken, should be supportive, tension-reducing, compromising, and show initiative. Built into the operation of the team must be procedures that will evaluate these team building steps.

Step #1: Initiate Record Keeping

A. Historian volunteers or is asked to serve.
B. The record is used as a tool to be consistent
C. Re-reading of history used as a checkpoint

Step #2: Design Agreement is Necessary -- Differentiate Roles

A. Define the roles
B. Select roles
   a) coordinator(s)
   b) decision maker(s)
   c) actor(s)
   d) supporter(s)

Step #3: Establish Involvement Procedures

A. Criteria for acceptance or agreement
B. Function within roles

Step #4: Work on Value Agreement

A. Values clarification of individuals
B. Values clarification of team
C. Prior size group values

Step #5: Work on Goals Agreement Based on Values Priorities

PREMISE: A group needs to be formally organized in order to assure its success in functioning as a team.

Following that premise, we set about to formally organize our team. We would like to present the results of this effort as an example of how a group might formally organize. And as a result of our efforts, we feel that in sharing this with you will have responded to some of your needs as expressed on the sheets.

Skeletal: Operating Procedures

Decision-Making Procedures

Procedures for Evaluating the team maintenance

Procedures for evaluating progress in specified task

Decide How Team Will ...

Operate:

Inter-Group Communications

1. We will need a unanimous decision to communicate with another group or an individual. (If not, we will ask "person" to wait a maximum of five minutes--in which time we'll prepare to talk with him.)

2. We will specifically ask said persons if they are representing their team or coming to us as an individual.

3. We will decide as a group whether to send a representative to another group with a formal (written) or informal group statement.

4. Meetings will begin with reading the objectives stated at the completion of previous meeting. (Read by Historian)

5. We will take time at the completion of each session to summarize what we've done and to set up objectives for the following session. (Recorded by Historian.)

6. Checkpoints will be set up at beginning of each meeting.

How Team Will . . .

Decide

1. We will indicate when a statement is made with which we cannot agree..

2. We will always negotiate disagreements between team members. (Mediator needed)

3. We will have full concensus on any decisions made concerning the team.

4. Unless a person states directly that he disagrees the group will assume agreement.

Evaluate:

I. Evaluation for Team Maintenance

We will have checkpoints at set times to ask of the team the following questions. (The times will be established at the outset of each meeting)

1. Are we making progress?

2. Are we sticking to the subject?

3. Are we overcoming (or are we setting aside) difficulties?

4. Should we go faster or slower?

5. Are we following the operating and decision-making rules?

6. Are all the roles being taken care of? (If a member sees that a particular role is not being fulfilled, then he is obliged to bring it to the attention of the group and the group will decide whether to initiate action to alleviate this problem.)

7. How well are the other members of the group functioning. (It is the responsibility of each member to communicate any observations he has on the performance of the other group members.)

8. Do we need to add to our rules?

How the Team Will ...

Evaluate Task Progress and Completion

Needs assessment and response

1. Set up a method for determining the needs of those to be served, and/or the group using the following steps.

   a) set observable objectives
   b) pre test
   c) select learning activities
   d) evaluate

TEAM OPERATIONS

Policies and rules to be considered when a group is setting up its operational framework.

1. Meeting procedure
   a) time schedule
   b) place
   c) persons involved
   d) agenda
   e) coordinator
   f) record keeper
   g) - - - - - - - -

2. Limits of group
   a) size
   b) definition of members
   c) - - - - - - - - - - -

3. Time schedule

4. Roles definition

5. Handling disagreements

6. Changes and flexibility

7. Personality conflicts

8. Decision making

9. Agenda

10. Stating objectives

11. Define communication system

12. Team member absence

PLANNING

Process involved with assessment of students needs with steps and/or procedures by which the team will attempt to meet these needs.

I. Needs Assessment

A. Define Problem

What are the parts of the problem?
How do team members perceive the problem?
Documented information, relating to problem

B. Needs determination

What are the perceived needs of the students, staff, parents, and community?
Commonalities among needs
Future needs not discussed

C. Value Assumptions

Who should make what decisions (rules)?
Decide on areas of agreement
Motivation
Human potentiality

II. Determine areas of concern

III. State objectives:

What will happen-expected outcome
Method of evaluation, how will we know when we have achieved objectives
Rank order of priorities -- of the above stated objective

IV. Program Procedures

Methods of achieving objective:
- Resources needed for each method
- Possible outcome--methods of evaluation
- Constraints inherent in each method
  - Staff dissatisfied
  - Lack of resources
  - Lack of training

Potential benefits of each possible method
Select a method

V. Implementation

Plot sequence of events
- Rank order
- Sequential events, etc.

Determine roles of individuals in the team for implementing method
Needed assistance or training

VI. Evaluation

Process evaluation
- Checkpoints (team decision)
- Record keeping
- Decision making for modification

Outcomes Evaluation
- Degree of success (accomplishment of objectives)
- Reasons for discrepancy between outcome and expected outcome
- What were unexpected outcomes?

Feedback

How do we use outcome evaluation information?
Do we need new objectives?
Do we need new procedures?
What help do we need?

Evaluation is a key to the successful operation of any team. Evaluation takes on many forms and can be used in many ways within the total team teaching process.

You will notice several evaluation forms which can be adapted to be used in either A, B, or C listed below. Some suggestions follow:

EVALUATION POLICY STATEMENT

The team will be responsible for evaluation. Evaluation will take several forms.

1. Daily review of individual and team effectiveness

   a. this exercise is also necessary to begin planning for the next session

2. Weekly review of team in terms of:

   a. process (document X)

   b. meeting of objectives (Y1, Y2)

   c. formal-informal team relations (Z)

3. Unit review by students of team, objectives, and their own growth

FOR A

Individual Evaluation (Self)
Individual Evaluation of other team members
Team Evaluating team

TEAM
Z

_____
TEAM

Directions: On each of the criteria below, rate your team as to its current effectiveness. Make one mark for each characteristic.

AREA	Strong	Above AVG	AVG	RATING Below AVG	Weak
1. The "team" works together in all phases of planning, implementing and evaluating their program.	_____	_____	_____	_____	_____
2. The efforts of the "team" can be seen in pupil growth and motivation.	_____	_____	_____	_____	_____
3. The team has complete confidence in each other and in their collective ability to carry off their work assignments.	_____	_____	_____	_____	_____
4. An open climate prevails marked by an open and frank dialogue, there is a lack of "hidden" agendas.	_____	_____	_____	_____	_____
5. The team has a strong leader who is recognized by others on the team.	_____	_____	_____	_____	_____
6. The leader sets out clearly the responsibilities of the group.	_____	_____	_____	_____	_____

AREA	Strong	Above AVG	AVG	Below AVG	Weak
7. The leader secures consensus of the group on their objectives.	_____	_____	_____	_____	_____
8. The team leader develops meeting objectives which are clearly understood by all members.	_____	_____	_____	_____	_____
9. A clear division of responsibility has been established where duties are fixed on a time table.	_____	_____	_____	_____	_____
10. The group meets daily to check on progress.	_____	_____	_____	_____	_____
11. The team utilizes many modes to evaluate their effectiveness. All data sources are utilized.	_____	_____	_____	_____	_____
12. The team reinforces positive student behavior.	_____	_____	_____	_____	_____
13. Teacher caring for pupils is genuine and visible.	_____	_____	_____	_____	_____
TOTALS	═══	═══	═══	═══	═══

INDIVIDUAL
Z

A. Quality of a team member:

1. Compatible

2. Open

3. Patient

4. Realistic
5. Understanding
6. Flexible
7. Willing to listen
8. Willing to change
9. Willing to express one's self
10. Willing to compromise for good of team
11. Willing to work
12. Enthusiastic
13. Have a variety of backgrounds
14. Have a variety of disciplines (interdisciplinary)
15. Capable of establishing:
    a) criteria for goals
    b) instructional objectives
    c) student centered learning acrivities
    c) evaluation processes

TEAM

1. Intercommunication among all members of team:
   a. Clear mechanics of communication - vocabulary, rules of procedure, semantic sensitivity, etc.
   b. Permissiveness for all members in expressing fears, needs, concerns ideas, etc. to the group
2. Group objectivity toward its own functioning:
   a. Ability of all members to make and accept interpretations about members and group functioning.
   b. Ability to collect and use appropriate process information about itself.
3. Interdependent responsbility by all members for:
   a. Sharing leadership functions - direction setting, being a resource for the group, etc.

b. Achieving skill in flexible adjustment to member and leader when required by the group at various stages of group production.

c. Achieving mutual sensitivity to the needs and styles of participation of all members

d. Distinguishing between member-role contributions and personality characteristics

4. Group cohesion adequate to permit:

a. Assimilation of new ideas without group disintegration

b. Assimilation of new members in a way to strengthen rather than to disrupt the group

c. Holding to long-range goals where the situation requires this

d. Profiting from success experiences

e. Learning from failure experiences and setting realistic goals

f. Making constructive use of internal conflicts

5. Group ability to inform itself and to think straight and decide creatively about its problems utilizing contribution potential of all members.

6. Group ability to detect and control rhythms of group metabolism: Fatigue, tension, tempo, pace, emotional atmosphere, etc.

7. Skill in recognizing and achieving control of significant sociometric factors in its own group structure.

8. Satisfactory integrations of member ideologies, needs, and goals with common group traditions, ideology, and goals.

9. Group ability to create new functions and groups as needed and to terminate its existence if and as appropriate.

FOR B

PLANNING PROCESS

X

Evaluation Form

	Strong	Above AVG	AVG	Below AVG	Weak
1. Differentiate Roles					
C - Coordinate	_____	_____	_____	_____	_____
D - Decide	_____	_____	_____	_____	_____
R - Responsible for Action	_____	_____	_____	_____	_____
S - Support	_____	_____	_____	_____	_____
H - Historian	_____	_____	_____	_____	_____
2. Differentiated Responsibilities					
. learner needs analysis	_____	_____	_____	_____	_____
. planning instruction	_____	_____	_____	_____	_____
. development materials	_____	_____	_____	_____	_____
. teaching	_____	_____	_____	_____	_____
. evaluating learning	_____	_____	_____	_____	_____
. analyzing instruction	_____	_____	_____	_____	_____
. documenting	_____	_____	_____	_____	_____
. reporting	_____	_____	_____	_____	_____
3. Differentiated Arrangements					
* Activities					
. individualized instruction	_____	_____	_____	_____	_____
. group work	_____	_____	_____	_____	_____
. large group work	_____	_____	_____	_____	_____
* Schedules					
. time					
small blocks	_____				
large blocks	_____				
. teacher	_____				

A CHECK-LIST FOR PROCESS MONITORING

X

This check-list is designed to help record and feed back observations to a group.

Group meeting _____

Name _____ Date _____

Communication Skills:

1. Listening

Poor	1	2	3	4	Good	6	7	Good
People do not listen to each other, cut each off.					People listen carefully even to those they disagree with.			

2. Responding

Poor	1	2	3	4	5	6	7	Good
People do not respond to each other.					People respond and build upon previous remarks.			

Communication Pattern:

3. Direction (Is the conversation one-to-one, one to group, all through the leader, etc.?)

4. Content (Is the conversation mainly impersonal? Is there any discussion of how the members of the group or others feel?)

Roles of Participants:

5. Record the names of the people who play the following roles:

Evaluator: The people who pass judgement on the ideas of others.

_____

_____

Harmonizer: The people who try to smooth over any conflicts.

_____

_____

Inventor: The people who find the usable solution.

_____

_____

Gatekeeper: The people who try to make sure others do not get cut off or get a chance to have their say.

_____

_____

Follower: The people who are generally eager to agree with other people's ideas.

_____

_____

Blocker: The people who can be counted on to challenge others' facts and ideas and who may prevent the group from coming to closure.

_____

_____

Recognition Seeker: The banterer who simply wants attention.

_____

_____

Dominator: The people who want to occupy center stage no matter what the issue and who regularly put others down.

_____

_____

6. Meeting Style:

Tells _____ Sells _____

Consults _____ Joins _____

No Particular Style _____

7. Meeting Effect: (Note the actual effects, not what someone says they will be)

Eager participation _____

Low commitment _____

Resisting _____

Lack of enthusiasm _____

Holding back _____

X

Process Evaluation

How often should we determine how we are doing?

How will we know what we are accomplishing?

How will we record such?

How will we make decisions on what should be modified?

Outcome Evaluation

How will we know to what degree we have accomplished our objectives?

What are the reasons for the discrepancy between what we expected and what really happened?

What were the unexpected outcomes?

Feedback

How do we use the process and outcome evaluation information with regard to what we do next?

Do we need new objectives?

Do we need new procedures (means)?

What help do we need?

What decisions should be made next?

PROCESS EVALUATION
X

Quality to team operations

1. Has a structure which is simple
2. Has no formal individual decision-maker or authority figure
3. Has variety of members who accept responsibility based on problems and backgrounds
4. Is administratively responsible for its own space, curriculum, and schedule
5. Works independently of administration
6. Is evaluated by group itself and administrator
7. Provides opportunity for and guarantee of hearing individuals
8. Allows for individuals to work with small groups
9. Allows for exploration and use of new methods
10. All members handle all roles

Based on student needs assessment

FOR B

RECORD OF PLANNED ACTIVITIES

Y

Problem to be solved

Question	Activity 1	Activity 2	Activity 3	Activity 4
What is going to be done?				
Who is going to do it?				
When is it going to be done?				
To or for whom is it going to be done?				
What criteria will indicate that it has been done?				
What evaluation method will determine if plans have been carried out?				

Y

Activity _____

_____

1. What happened:

2. What didn't happen:

3. Things completed:

4. Things ongoing:

5. Things started:

6. Things that need
to be changed:

Y

Style of Team

1. Works together to:

   a. agree on formal arrangements
   b. perform needs assessment
   c. determine goals
   d. set up plan for action
   e. share action role
   f. evaluate activities
   g. help each member learn from experience

2. Has defined and stated roles in team

3. Works together frequently

4. Faces and discusses opportunities and problems of team work

5. Rotates roles regularly based on task

6. Meets regularly

7. Gives consideration to informal and personal needs of individuals

8. Has planned analysis and discussion time

9. Has planned analysis and discussion process

10. Works together to maintain team as an effective task-oriented group

11. Adapts readily to new situations

12. Structures planning time during school hours

13. Chooses own leader

B - 3 Formal, Informal, Interpersonal Relations, see all of Z

FOR C

STUDENT EVALUATION

(Agreed by team)

1. Statement
   a. Individualized to meet team needs and student abilities and situation
   b. Should be weekly
   c. Should evaluate teacher and team
      1) performance
      2, preparation
      3) cooperation
      4) presentation
      5) process

OTHER EVALUATION TECHNIQUES

1. Rank Order
2. Continum
3. Brainstorming